

NOTE: In 2013-2014, only the TEACH domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)

LEVEL 3

DEVELOP ANNUAL STUDENT ACHIEVEMENT GOALS

PLAN 1A

Teacher develops an **ambitious and measurable** annual student achievement goal for her/his class that is **aligned** to the DCPS content standards.

Teacher develops a **measurable** annual student achievement goal for her/his class that is **aligned** to the DCPS content standards.

PLAN 1B

All or nearly all students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.

Most students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.

CREATE STANDARDS-BASED UNIT PLANS AND ASSESSMENTS

PLAN 2A

Based on the annual student achievement goal, the teacher plans units by: 1) **identifying** the DCPS content standards that her/his students will master in each unit; 2) **articulating** well-designed essential questions for each unit; 3) **creating** well-designed assessments before each unit begins ("beginning with the end in mind"); and 4) **allocating** an instructionally appropriate amount of time for each unit.

Based on the annual student achievement goal, the teacher plans units by: 1) **identifying** the DCPS content standards that her/his students will master in each unit; 2) **articulating** well-designed essential questions for each unit; and 3) **creating** well-designed assessments before each unit begins ("beginning with the end in mind").

PLAN 2B

For any given unit, **all or nearly all** students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit

For any given unit, **most** students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.

CREATE OBJECTIVE-DRIVEN LESSON PLANS

PLAN 3

Based on the unit plan, the teacher plans daily lessons by:
1) identifying lesson objectives that are aligned to the DCPS content standards and connected to prior learning; 2) matching instructional strategies to the lesson objectives; and 3) designing daily assessments that measure progress towards mastery.

Based on the unit plan, the teacher plans daily lessons by:
1) identifying lesson objectives that are aligned to the DCPS content standards and connected to prior learning; and 2) matching instructional strategies to the lesson objectives.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher develops a measurable annual student achievement goal for her/his class.	Teacher develops a general annual student achievement goal for her/ his class OR does not develop a goal at all.
Half of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.	Less than half of the students can communicate (in a developmentally appropriate manner) the goal and how it will be assessed.
Based on the annual student achievement goal, the teacher plans units by: 1) identifying the DCPS content standards that her/his students will master in each unit; and 2) articulating well-designed essential questions for each unit.	Teacher does not plan units by identifying the DCPS content standards that her/his students will master in each unit OR does not articulate well-designed essential questions for each unit.
For any given unit, half of the students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.	For any given unit, less than half of the students can communicate (in a developmentally appropriate manner) the essential question(s) of the unit.
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Based on the long-term plan, the teacher plans daily lessons by identifying lesson objectives that are aligned to the DCPS content standards.	Teacher has little or no evidence of daily lesson planning based on the DCPS content standards.



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LEVEL 4 (HIGHEST)

LEVEL 3

TEACH 1 LEAD WELL-ORGANIZED, OBJECTIVE-DRIVEN LESSONS		
Highly Effective The following best describes what is observed:	Effective The following best describes what is observed:	
The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly* moves all students toward mastery of the objective.†	The lesson is well-organized: All parts of the lesson are connected to each other and aligned to the objective, and each part significantly* moves most students toward mastery of the objective.†	
The objective of the lesson is clear to students and conveys what students are learning and what they will be able to do as a result of the lesson. Students also can authentically explain what they are learning and doing, beyond simply repeating the stated or posted objective.	The objective of the lesson is clear to students and conveys what students are learning and what they will be able to do as a result of the lesson. For example, students might demonstrate through their comments, actions, or work products that they understand what they are learning and what they will be able to do as a result of the lesson.	
Students understand the importance of the objective. Students also can authentically explain why what they are learning and doing is important, beyond simply repeating the teacher's explanation.	Students understand the importance of the objective. For example, the teacher might effectively explain how the objective fits into the broader unit or course goals or how the objective connects to the unit's essential questions or structure; or students might demonstrate through their comments, actions, or work products that they understand the importance of what they are learning and doing.	

^{*} In a lesson in which all parts significantly move students toward mastery, student learning is indisputable. For example, a lesson that includes few or no opportunities for students to respond or complete work should not be considered one that significantly moves students toward mastery because there is little evidence of student understanding. In addition, a lesson part that is aligned to the objective but that does not effectively promote student understanding (e.g., a crossword puzzle with aligned content vocabulary) should not be considered one that significantly moves students toward mastery.

- 1. Because the first row assesses the extent to which the lesson parts move students toward mastery, which is the most important aspect of this standard, the first row should receive the majority of the weight when determining an overall score for Teach 1.
- 2. One way observers can effectively gather information to score this standard is through brief conversations with students, when appropriate.
- 3. In rare cases, it is not appropriate to state an objective for a lesson (e.g., this might be true in an inquiry-based lesson). In these cases, observers should assess the teacher based on whether the students are engaged in work that moves them toward mastery of an objective, even if this objective is not stated to students.
- 4. In some lessons (e.g., centers or learning stations in an elementary class), different groups of students might be working toward distinct objectives. In these cases, it is not always necessary to post distinct objectives for each station or different activity. However, observers should assess whether each station or activity is designed intentionally to move students toward mastery of an objective. Similarly, in lessons like these, observers should assess the extent to which the activities in each station are well-organized.

[†] For some parts of a lesson (e.g., a skill building warm-up), it may be appropriate for a teacher to have a goal that does not align with the objective for the rest of the lesson. In these cases, observers should assess the extent to which the warm-up moves students towards mastery of the warm-up goal, in addition to considering the extent to which the other parts of a lesson connect to each other and move students toward mastery of the lesson objective.

Minimally Effective The following best describes what is observed:	Ineffective The following best describes what is observed:
The lesson is somewhat organized: Some parts of the lesson are not closely connected to each other or aligned to the objective, or some parts do not significantly* move most students toward mastery of the objective.†	The lesson is generally disorganized: Parts of the lesson have no connection to each other, most parts of the lesson are not aligned to the objective, or most parts of the lesson do not significantly* move most students toward mastery of the objective.†
The objective of the lesson is clear to some students and conveys what students are learning and what they will be able to do as a result of the lesson, but it is not clear to others. For example, the teacher might state the objective, but students' comments, actions, or work products suggest that not all students understand what they are learning or what they will be able to do as a result of the lesson.	The objective of the lesson is not clear to students, or does not convey what students are learning or what they will be able to do as a result of the lesson. For example, students might be unclear or confused about what they are learning and doing, or the objective stated or posted might not connect to the lesson taught.
Students do not fully understand the importance of the objective. For example, the teacher might explain the importance of the objective to students in a way that is too general, such that the explanation is not entirely effective in building students' understanding.	Students do not understand the importance of the objective.



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LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 2 EXPLAIN CONTENT CLEARLY	
Highly Effective The following best describes what is observed:	Effective The following best describes what is observed:
Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning. Explanations of content also are delivered in as direct and efficient a manner as possible.	Explanations of content are clear and coherent, and they build student understanding of content. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning.
The teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so. Students also demonstrate through their verbal or written responses that they are internalizing academic vocabulary.	The teacher gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so.
The teacher emphasizes key points when necessary, such that students understand the main ideas of the content. Students also can authentically explain the main ideas of the content beyond simply repeating back the teacher's explanations.	The teacher emphasizes key points when necessary, such that students understand the main ideas of the content.
Students show that they understand the explanations. When appropriate, concepts also are explained in a way that actively and effectively involves students in the learning process. For example, students have opportunities to explain concepts to each other.	Students show that they understand the explanations. For example, their verbal or written responses, dialogue, questions, or level of participation indicate understanding.
The teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively build student understanding of content.	The teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events to effectively build student understanding of content.

^{*} Broad vocabulary should emphasize both Tier 2 words that occur frequently across disciplines (e.g., adapt, justify, inhibit, principle) and Tier 3 words that are content-specific (e.g., photosynthesis, quadratic, impeach, sonnet).

- 1. One way observers can effectively gather information to score this standard is through brief conversations with students, when appropriate.
- 2. If the teacher presents incorrect information that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this standard.

Minimally Effective	Ineffective
The following best describes what is observed:	The following best describes what is observed:
Explanations of content are generally clear and coherent, with a few exceptions. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are not entirely effective in building student understanding of content.	Explanations of content are unclear or incoherent. The teacher might provide explanations through direct verbal or written delivery, modeling or demonstrations, think-alouds, visuals, or questioning, but these explanations are generally ineffective in building student understanding of content.
The teacher generally gives clear, precise definitions and uses a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it is appropriate to do so; however, at times the teacher gives definitions that are not completely clear or precise, or sometimes does not use a broad vocabulary.	The teacher gives unclear or imprecise definitions, or does not use a broad vocabulary* that includes specific academic language and words that may be unfamiliar to students when it would have been appropriate to do so.
The teacher sometimes emphasizes key points when necessary, such that students are sometimes unclear about the main ideas of the content.	The teacher rarely or never emphasizes key points when necessary, such that students are often unclear about the main ideas of the content.
Students generally show that they understand the explanations, but at times their verbal or written responses, dialogue, questions, or level of participation suggest that explanations have not been entirely effective.	Students show that they are confused by the explanations, or students are frustrated or disengaged because of unclear explanations.
The teacher makes connections with students' prior knowledge, students' experiences and interests, other content areas, or current events, but connections are not entirely effective at building student understanding of content.	The teacher does not make connections with students' prior knowledge, students' experiences and interests, other content areas, or current events; or, connections are ineffective at building student understanding of content.



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LEVEL 4 (HIGHEST)

LEVEL 3

Highly Effective The following best describes what is observed:	Effective The following best describes what is observed:
The teacher makes the lesson accessible to all students. There evidence that the teacher knows each student's level and ensuthat the lesson meets all students where they are.	
The teacher makes the lesson challenging to all students. Therevidence that the teacher knows each student's level and ensuthat the lesson pushes all students forward from where they a	There is evidence that the teacher knows each student's level and
There is an appropriate balance between teacher-directed and student-centered learning during the lesson, such that studen have adequate opportunities to meaningfully practice, apply, a demonstrate what they are learning.	ts student-centered learning during the lesson, such that students

Minimally Effective The following best describes what is observed:	Ineffective The following best describes what is observed:
The teacher makes the lesson accessible to most students, but some students may not be able to access certain parts of the lesson.	The lesson is not accessible to most students.
The teacher makes the lesson challenging to most students, but some students may not be challenged by certain parts of the lesson.	The lesson is not challenging to most students.
There is some balance between teacher-directed and student-centered learning. While students have some opportunities to practice, apply, and demonstrate what they are learning, these opportunities are not entirely meaningful because there is more teacher-directed instruction than appropriate or students are released to work time before receiving appropriate instruction.	There is an inappropriate balance between teacher-directed and student-centered learning. Students do not have adequate opportunities to practice, apply, and demonstrate what they are learning because the lesson is almost entirely teacher directed; or, opportunities are not meaningful because students are released to work time before receiving appropriate instruction.



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LEVEL 4 (HIGHEST) LEVEL 3 **TEACH 4** PROVIDE STUDENTS MULTIPLE WAYS TO MOVE TOWARD MASTERY **Highly Effective Effective** The following best describes what is observed: The following best describes what is observed: The teacher provides students multiple ways to engage with content,* The teacher provides students multiple ways to engage with content,* and all ways move students toward mastery of lesson content. and all ways move students toward mastery of lesson content. For particular types of lessons, this might only entail giving students two During the lesson students also are developing deep understanding of ways to engage with content (e.g., Socratic Seminar might involve the content. verbal/linguistic and interpersonal ways), while many types of lessons should involve three ways or more. The ways the teacher provides include learning styles or modalities The ways the teacher provides include learning styles or modalities that are appropriate to students' needs; all students respond that are appropriate to students' needs; almost all students respond positively and are actively involved in the work. positively and are actively involved in the work.

- 1. Because the first row assesses the extent to which the ways of engaging students move students toward mastery, which is the most important aspect of this standard, the first row should receive the majority of the weight when determining an overall score for Teach 4.
- 2. Research suggests that each student does not have a single learning style through which s/he needs to be taught, and that all students learn by engaging with content through a variety of learning styles, modalities (auditory, visual, kinesthetic/tactile), and intelligences (spatial, linguistic, logical-mathematical, kinesthetic, musical, interpersonal, intrapersonal, naturalistic). However, the teacher's knowledge of her or his students' needs and preferences should influence the styles and modalities selected.
- 3. If the teacher spends a very brief period of time on a way that does not move students toward mastery of the lesson content, but spends almost all of the observation providing multiple ways that do move students toward mastery of lesson content, it is possible for the teacher to receive a Level 3 score.

^{*} The teacher should be given credit for providing students multiple ways to engage with content even if the ways target the same modality or intelligence, as long as the ways promote students' mastery of lesson content. For example, the teacher might show a short video clip, then use a graphic organizer. Though both of these target the visual learning modality, they provide different ways of engaging with the content and the teacher should receive credit if both move students toward mastery of lesson content.

Minimally Effective The following best describes what is observed:	Ineffective The following best describes what is observed:
The teacher provides students multiple ways to engage with content,* and most ways move students toward mastery of lesson content. For example, in a lesson introducing fractions, a teacher might include an auditory way that does not move students toward mastery, but might also provide visual and kinesthetic ways that do move students toward mastery of lesson content.	The teacher provides students multiple ways to engage with content,* but most ways do not move students toward mastery of lesson content; or, the teacher only provides students one way to engage with content.
The ways the teacher provides include learning styles or modalities that are appropriate to students' needs; most students respond positively and are actively involved in the work.	The ways the teacher provides do not include learning styles or modalities that are appropriate to students' needs; most students do not respond positively or are not actively involved in the work.



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LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 5 CHECK FOR STUDENT UNDERSTA	ANDING
Highly Effective The following best describes what is observed:	Effective The following best describes what is observed:
The teacher checks for understanding of content at all key moments.	The teacher checks for understanding of content at almost all key moments (e.g., when checking is necessary to inform instruction going forward, such as after each key point, before transitions between lesson activities, or partway through the independent practice).
The teacher always gets an accurate "pulse" at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.*	The teacher almost always gets an accurate "pulse" at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.* For example, the teacher calls on both volunteers and non-volunteers, strategically checks with students at various levels of proficiency after a whole class check, or uses methods such as exit slips or whiteboards to provide information about a range of students.

For some lessons, checking the "pulse" of the class may not be appropriate. For example, if students spend the majority of the observation working on individual essays while the teacher conferences with a few students, it may not be necessary for the teacher to check the understanding of the entire class. In these cases, observers should assess how deeply and effectively the teacher checks for the understanding of the students with whom s/he is working.

- 1. Because the second row assesses the effectiveness of the checks for understanding, which is the most important aspect of this standard, the second row should receive the majority of the weight when determining an overall score for Teach 5.
- 2. The teacher does not necessarily have to check with every student in order to gauge the understanding of the class (get the "pulse"). For example, as long as the teacher calls both on students who raise their hands and on those who do not, a series of questions posed to the entire class can enable the teacher to get the "pulse" of the class. Or, if the teacher checks the understanding of a number of students, finds that most of them did not understand some part of the lesson, and immediately re-teaches that part to the entire class, this should count as effectively getting the "pulse" of the class because the teacher gained enough information to be able to adjust subsequent instruction.
- 3. In some lessons, it can be appropriate to give the teacher credit for checking for understanding of directions, in addition to checking for understanding of content. However, if the teacher only checks for understanding of directions and rarely or never checks for understanding of content, s/he should not receive a Level 3 or Level 4 score for this standard.
- 4. All of the techniques below can be effective checks for understanding if they are well-executed and appropriate to the lesson. However, each of these techniques can also be used ineffectively. The teacher should not receive credit simply for using a technique on the list. In order to be credited as an effective check for understanding, the technique must yield information that contributes to an accurate "pulse" of the class's understanding at a key moment.
 - Asking questions; asking students to rephrase material; using turn-and-talks, think-pair-shares, or other verbal checks
 - Asking students to respond on white boards; using exit slips, constructed responses, stop 'n' jots, or other written checks
 - · Circulating and observing individual students' or small groups' work
 - Conferencing with individual students or small groups
 - Using role-playing, four corners, or other tactile/kinesthetic checks

Minimally Effective The following best describes what is observed:	Ineffective The following best describes what is observed:
The teacher checks for understanding of content at some key moments.	The teacher checks for understanding of content at few or no key moments.
The teacher sometimes gets an accurate "pulse" at key moments by using one or more checks that gather information about the depth of understanding for a range of students, when appropriate.*	The teacher rarely or never gets an accurate "pulse" at key moment because checks do not gather information about the depth of understanding for a range of students, when appropriate.*



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	LEVEL 4 (HIGHEST)	LEVEL 3
TEACH 6	RESPOND TO STUDENT UNDERSTAN	DING
The	Highly Effective following best describes what is observed:	Effective The following best describes what is observed:
understandings, techniques that e	emonstrate misunderstandings or partial the teacher always uses effective scaffolding enable students to construct their own when appropriate.*	When students demonstrate misunderstandings or partial understandings, the teacher almost always uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.* For example, the teacher might help the student find the error, eliminate incorrect answers, or provide a cue to help the student arrive at the correct answer.
in cases in which or an individual s The teacher also by offering a mis students respond	ys re-teaches effectively when appropriate, such as most of the class demonstrates a misunderstanding tudent demonstrates a significant misunderstanding. anticipates common misunderstandings (e.g., understanding as a correct answer to see how l) or recognizes a student response as a common g and shares it with the class to lead all students to understanding.†	The teacher always re-teaches effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding. For example, the teacher might use a different approach to present a concept, or re-explain a problematic step or unclear academic vocabulary, and then return to the student(s) who surfaced the original misunderstanding.
	ys probes students' correct responses, when nsure student understanding.	The teacher almost always probes students' correct responses, when appropriate, to ensure student understanding. For example, the teacher might request evidence to support the answer, push the student to use academic vocabulary to more precisely explain a concept, or ask how or why the student arrived at her or his answer.

^{*} There are many factors that determine whether it is appropriate to scaffold or re-teach, including pacing, the extent of a student's misunderstanding, the importance of the concept, and the number of students who have a particular misunderstanding. If the misunderstanding is significant or shared by many students, scaffolding may be an inefficient or ineffective way to address it. For example, if students have a significant conceptual misunderstanding that would limit their ability to move toward mastery, the teacher should likely re-teach the concept to certain students or the whole class, as appropriate.

Notes:

1. At some points in a lesson, it might not be appropriate to immediately respond to student misunderstandings (e.g., at the beginning of an inquiry-based lesson, or when stopping to respond to a single student's misunderstanding would be an ineffective use of instructional time for the rest of the class). In such cases, an effective teacher might wait until later in the lesson to respond and scaffold learning. Observers should not penalize the teacher in these situations, provided that the teacher arranges to address the misunderstandings later.

[†] In some cases, the teacher might anticipate misunderstandings so effectively that no misunderstandings surface during the lesson. Evidence of this level of anticipation should be credited as highly effective practice in this row.

Minimally Effective The following best describes what is observed:	Ineffective The following best describes what is observed:
When students demonstrate misunderstandings or partial understandings, the teacher sometimes uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*	When students demonstrate misunderstandings or partial understandings, the teacher rarely or never uses effective scaffolding techniques that enable students to construct their own understandings, when appropriate.*
The teacher sometimes re-teaches effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.	The teacher does not re-teach effectively when appropriate, such as in cases in which most of the class demonstrates a misunderstanding or an individual student demonstrates a significant misunderstanding.
The teacher sometimes probes students' correct responses, when appropriate, to ensure student understanding.	The teacher rarely or never probes students' correct responses to ensure student understanding when it would have been appropriate to do so; or, the teacher spends a significant portion of the lesson teaching material that students already understand.

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LEVEL 4 (HIGHEST)

LEVEL 3

TEACH 7 DEVELOP HIGHER-LEVEL UNDERSTANDING THROUGH EFFECTIVE QUESTIONING		
Highly Effective The following best describes what is observed:	Effective The following best describes what is observed:	
The teacher asks questions that push all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop all students' higher-level understanding.	The teacher asks questions that push almost all students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop almost all students' higher-level understanding. For example, the teacher might ask questions or pose tasks that are open-ended with multiple pathways that could lead to a solution; a teacher might engage students in a close reading of a complex text; or the teacher's questions or tasks might require students to generate or test ideas or hypotheses, apply prior knowledge to a new context to develop a position or construct a solution, or synthesize pieces of information in order to create new meaning.	
After posing a question or task, the teacher always uses appropriate strategies to ensure that students move toward higher-level understanding.	After posing a question or task, the teacher almost always uses appropriate strategies to ensure that students move toward higher-level understanding. For example, when students provide limited responses to questions, the teacher uses progressively challenging questions to develop higher-level understanding, or the teacher provides appropriate wait time after asking higher-level questions.*	
Almost all students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding, showing that they are accustomed to being asked these kinds of questions.†	Most students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding, showing that they are accustomed to being asked these kinds of questions.† Students might provide meaningful verbal or written responses to questions during group discussions, stop 'n' jots, turn-and-talks, stations or centers, or on worksheets or handouts.	

^{*} In some cases, it is not appropriate for the teacher to persist in using these strategies with individual students (e.g., when the teacher has provided considerable wait time or progressively challenging follow-up questions to support a particular student, but would risk embarrassing the student by continuing after a certain point). In these instances, it would be appropriate for the teacher to move on and to return to the student at a later point.

- 1. While many questions that develop higher-level understanding include verbs at high levels of Bloom's Taxonomy, some questions at lower levels of Bloom's can effectively develop students' higher-level understanding and should be credited as such. For example, when first introducing a complex text, the teacher might ask students to respond to lower-level questions to develop their understanding of the text. (See Appendix B of the Common Core ELA Standards for grade-level exemplars of complex text).
- 2. At some points in the lesson, it is not appropriate to ask questions to develop higher-level understanding (e.g., when students are rehearsing a basic skill). The teacher should not be penalized for not developing higher-level understanding during these portions of the lesson. However, over the course of every 30-minute observation, there should be some opportunities to ask questions that develop higher-level understanding.
- 3. Observers should consider both verbal and written questions when assessing the first row in this standard.

[†] Observers should consider the point in the school year when assessing student responses. For example, in September the teacher might be building an initial skill set with students who previously were not accustomed to answering higher-level questions with meaningful responses.

Minimally Effective The following best describes what is observed:	Ineffective The following best describes what is observed:
The teacher asks questions that push most students' thinking; when appropriate, the teacher also poses tasks that are increasingly complex that develop most students' higher-level understanding.	The teacher does not ask questions that push most students' thinking; or, when appropriate, the teacher does not pose tasks that are increasingly complex that develop most students' higher-level understanding.
After posing a question or task, the teacher sometimes uses appropriate strategies to ensure that students move toward higher-level understanding.	After posing a question or task, the teacher rarely or never uses appropriate strategies to ensure that students move toward higher-level understanding.
Some students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.†	Few or no students answer questions or complete complex tasks with meaningful responses that demonstrate movement toward higher-level understanding.†



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LEVEL 3
Effective The following best describes what is observed:
Routines, procedures, and transitions run smoothly with some prompting from the teacher; students generally know their responsibilities.
Students always have something meaningful* to do.
The teacher spends an appropriate amount of time on each part of the lesson.
Inappropriate or off-task student behavior rarely interrupts or delays the lesson.

^{*} For the vast majority of lessons, meaningful should be interpreted as aligned with appropriate academic standards. For example, providing students with word searches or with extended periods of time to copy notes or cut out words or shapes in preparation for an activity should not be considered meaningful work.

Minimally Effective The following best describes what is observed:	Ineffective The following best describes what is observed:
Routines, procedures, and transitions require significant teacher prompting and direction; students are sometimes unclear about what they should be doing and frequently ask questions or require the teacher to repeat directions.	Routines and procedures are not evident or are generally ineffective; the teacher heavily directs activities and transitions, students are frequently unclear about what they should be doing, or students rarely follow the teacher's directions.
There are brief periods of time when students have nothing meaningful* to do (e.g., while the teacher takes attendance or prepares materials, or after finishing assigned work early).	There are significant periods of time when students have nothing meaningful* to do.
The teacher spends too much or too little time on one part of the lesson. For example, the teacher allows the opening to continue longer than necessary.	The teacher spends too much or too little time on more than one part of the lesson; or, the teacher spends significantly too much or too little time on one part of the lesson.
Inappropriate or off-task student behavior sometimes interrupts or delays the lesson.	Inappropriate or off-task student behavior frequently interrupts or delays the lesson.

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LEVEL 4 (HIGHEST)	LEVEL 3		
TEACH 9 BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY			
Highly Effective The following best describes what is observed:	Effective The following best describes what is observed:		
Students are invested in their work and value academic success. Students are also invested in the success of their peers. For example, students can be seen helping each other or showing interest in other students' work without prompting from the teacher.	Students are invested in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges.		
The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.	The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.		
Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt* when their peers ask or answer questions.	Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt* when their peers ask or answer questions.		
The teacher meaningfully reinforces positive behavior and good academic work, when appropriate. Students also give unsolicited praise or encouragement to their peers, when appropriate.	The teacher meaningfully reinforces positive behavior and good academic work, when appropriate. For example, the teacher offers students specific praise.		
The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions. There is also evidence that the teacher has strong, individualized relationships with some students in the class. For example, the teacher might demonstrate personal knowledge of students' lives, interests, and preferences.	The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.		

^{*} Brief interruptions due to student excitement (e.g., when a student accidentally shouts out an answer because s/he is excited to respond) should not be counted against the teacher unless this type of interruption occurs constantly and significantly interferes with the lesson or other students' ability to respond.

- 1. If there are one or more instances of disrespect by the teacher toward students, the teacher should receive a Level 1 for this standard.
- 2. Observers should consider the point in the school year when assessing this standard. For example, in September the teacher might be in the early stages of building individualized relationships with students; or, the teacher might be establishing a culture of offering unsolicited praise with students who were not previously accustomed to engaging with classmates in that way.

Minimally Effective The following best describes what is observed:	Ineffective The following best describes what is observed:
Students are generally engaged in their work but are not highly invested in it. For example, students might spend some time off-task, require frequent reminders, or give up easily.	Students demonstrate disinterest or lack of investment in their work. For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.
The classroom environment is generally safe for students, such that students are willing to take on challenges and risk failure, but there are some exceptions. For example, while many students might eagerly respond to challenges and not respond negatively when a peer answers a question incorrectly, some students might demonstrate reluctance or occasionally respond negatively when a classmate gives an incorrect answer.	The classroom environment is not safe for students, such that students are frequently unwilling to take on challenges and risk failure. For example, students might be reluctant to answer questions or take on challenging assignments, students might generally hesitate to ask the teacher for help even when they need it, or students might frequently discourage the work of their peers or criticize classmates who give incorrect answers.
Students are generally respectful of the teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt,* or might be respectful and attentive to the teacher, but not to their peers.	Students are frequently disrespectful of the teacher or their peers. For example, they might frequently interrupt* or be clearly inattentive when the teacher or their peers are speaking.
The teacher reinforces positive behavior and good academic work, but sometimes does not do so in a meaningful way.	The teacher rarely or never reinforces positive behavior and good academic work; or, the teacher does so for only a few students.
The teacher has a positive rapport with some students but not others, but there is no evidence of negative rapport.	There is little or no evidence of a positive rapport between the teacher and the students; or, there is evidence that the teacher has a negative rapport with some students.



NOTE: In 2013-2014, only the TEACH domain of the Teaching and Learning Framework will be assessed.

LEVEL 4 (HIGHEST)

LEVEL 3

IE 1

ASSESS STUDENT PROGRESS

Teacher: 1) routinely **uses assessments** to measure student mastery of content standards; 2) provides students with **multiple ways** of demonstrating mastery (for example, selected response, constructed response, performance task, and personal communication); and 3) provides students with **multiple opportunities** during the unit to demonstrate mastery.

Teacher: 1) routinely **uses assessments** to measure student mastery of content standards; and 2) provides students with **multiple ways** of demonstrating mastery (for example, selected response, constructed response, performance task, and personal communication).

IE 2

TRACK AND ANALYZE STUDENT PROGRESS DATA

Teacher: 1) routinely **records** the student progress data gathered in IE 1; 2) **uses a system** (for example, gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery; and 3) **at least half** of the students know their progress toward mastery.

Teacher: 1) routinely **records** the student progress data gathered in IE 1; and 2) **uses a system** (for example, gradebooks, spreadsheets, charts) that allows for easy analysis of student progress toward mastery.

IE 3

IMPROVE PRACTICE AND RE-TEACH IN RESPONSE TO DATA

In response to IE 2, the teacher: 1) **re-teaches**, as appropriate; 2) **modifies long-term plans**, as appropriate; and 3) **modifies practice**, as appropriate.

In response to IE 2, the teacher: 1) **re-teaches,** as appropriate; and 2) **modifies long-term plans,** as appropriate.

LEVEL 2	LEVEL 1 (LOWEST)
Teacher routinely uses assessments to measure student mastery of content standards.	Teacher does not routinely use assessments to measure student mastery of content standards.
Teacher routinely records the student progress data gathered in IE 1.	Teacher does not routinely record student progress data gathered in IE 1.
In response to IE 2, the teacher re-teaches , as appropriate.	Teacher does not re-teach .